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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2012-2013**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Unit:** Sharing the planet  **Stations (summer show song)**  **Week 30 L2** | | | | | **Driving  Supporting xDiscipline-Specific** | | | | |
| **Modality**  xVisual  Kinaesthetic  xAuditive | **Style**  Mastery  xUnderstanding  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  xVerbal-Linguistic  Kinaesthetic  Logical-Mathematical | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:**  - Listens to and recognizes words in sentences and songs. (Summer show songs)  -Identifies some beginning and ending sounds in words. (Summer show song) (Beg: R S N TH, ending: sounds :( M N T TH)  - Gives examples of words with the ending sounds requested. (M, N, T, TH). | | | | | | **Skills:** Listening/Speaking/writing | | | | | |
| **Materials:** Display with the summer song´s lyrics, 2 cd player, cd with summer song, pencil case and coloring worksheet, white board , notebooks with first part of the song pasted, markers, bubble map, pictures of new sound, headphones computer with the following link <http://www.meddybemps.com/riddles/> | | | | | | **Grouping**  Individual  Pairs  x**Small group**  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  x**Stations** |
| **Date: Week 30**  **(April the 1th to the 19th)** | | | **Time: 1 block**  **(Stations of 20 min each)** | | |
| **Description** | | | | | | | | | | | |
| **Main Activity:**  **Station 1 (summer show song)** Let children listen to the first part of the song and encourage them to tell you as many words as they can remember (record them on the whiteboard). Guided questions: show me on the display ….. ask some volunteers to show the different words they mention. What do you think the song is about? Why do you think that? What word(s) make you think that? Let’s try to read the first part. Invite them to echo read with you. Is there any word you don’t understand? (Look for other ways to help children find the meaning of the unknown word (ask if anyone knows, give examples, mimic, show image if you have it etc.). Ask: how can we remember these new words we learnt? What can we do? Invite children to give their ideas to their own Pictionary. Register on the notebook the new vocabulary: (Dream http://www.dreamstime.com/boy-dreaming-thumb11195476.jpg) (Sweep http://www.vectorstock.com/i/composite/92,20/cleaning-vector-909220.jpg)(Taphttp://voiceofcanada.files.wordpress.com/2007/02/water_tap_glass_cartoon.jpeg) children will draw the new word.  **Station: Beginning sound F:** Show a drawing with the beginning sound http://www.dreamstime.com/cartoon-fox-thumb11910468.jpgand ask: what do you see? What sound do you think we will work on today? Show them some examples and invite them to give you new ones (ask some volunteers to help you with the missing drawings and add to the bubble map.)  **Station: Computer with the link** <http://www.meddybemps.com/riddles/> Children will have the chance to interact with animal riddles.  **Station 4:** Children will listen to the summer song using the headphones while colouring images related to the song´s topic. | | | | | | | | | | | |
| **Tier 1:** | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |
| **Closing**: **For Homework assignment:** invite children again to visit the link: http://www.meddybemps.com/riddles/ so they can practise while enjoying the guessing game. | | | | | | | | | | | |